



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Attachment A:

Agreement by DC's Office of the State Superintendent of Education (OSSE)
to Support DC Local Educational Agencies (LEAs), Head Start Agencies (HSAs), and Other Early
Childhood Development Programs in Meeting Coordination Requirements

I. INTRODUCTION

To help young children transition and succeed in pre-K and elementary school, the Every Student Succeeds Act (ESSA) Sec. 1119 and Head Start Act Sec. 642A and 642(e) require local education agencies (LEAs), Head Start Agencies (HSAs), and other early childhood development programs (if feasible) (hereafter "the Parties") to sign written agreements on specific coordination activities. To meet these requirements, DC LEAs and HSAs must sign a written Memorandum of Agreement detailing the coordination responsibilities of each party.

As the state education agency (SEA) for the District of Columbia, in the 2017-18 school year OSSE helped convene an ESSA Early Learning Coordination Working Group with DC LEAs, HSAs, other early childhood development programs, and support organizations. The working group drafted a model citywide MOA that parties may choose to sign to meet the federal requirements. LEAs may sign the model citywide MOA to meet the ESSA requirements ("Option 1"). Alternatively, LEAs may choose to enter separate agreements that meet all ESSA requirements with each HSA that sends students to its LEA, including by customizing the citywide MOA template ("Option 2") or using a separate MOA.

Regardless of whether LEAs choose to use Option 1, Option 2, or another MOA, OSSE makes the commitments below, beginning with the 2018-19 school year.

II. PROGRAMMATIC ACTIVITIES

To assist parties to meet the federal requirements for coordination in each domain, OSSE will undertake the following activities:

A. Data and Records Sharing

ESSA Section 1119 – Coordination Requirement	Head Start Act Section 642A - Transition and Alignment with K-12 Education
[(b) Each LEA shall carry out agreements with Head Start and other early childhood development programs on coordination, including...]	
(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start	(a)(1) [Coordination with LEA shall include...] Developing and implementing a procedure for transferring program records for each participating child to the school in which the child will enroll.

program or, where applicable, another early childhood education program.	
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Initial Efforts in 2018-2019 School Year

To support Parties in meeting these requirements in the 2018-2019 school year, OSSE will undertake the following activities, to the extent feasible and permissible under District and federal privacy laws:

- Work with HSAs to determine the feasibility of electronically capturing and sharing child level data (with parental consent and subject to all applicable federal and District privacy laws) with the LEA where the transitioning Head Start children are enrolling;
- Securely provide LEAs a list of their enrolling students that attended each HSA (and other early childhood education programs if feasible), or if individual student data cannot be shared, provide LEAs with an aggregate number of enrolling students that attended each HSA (and other early childhood education programs if feasible); and
- Provide opportunities for joint professional development on the contents of the existing student transition packet from Head Start or other early childhood development programs to LEAs, so LEAs can learn how best to use existing early childhood data to support student success at the LEAs.

Full Implementation in the 2019-2020 School Year and Beyond:

To meet the requirements of law, by the 2019-2020 school year, OSSE will:

- Create a standardized parent consent form that Head Start and other early childhood development program parents may sign to provide consent, if required by law, to share their children's records with OSSE and the students' enrolling LEA;
- Connect HSAs' (and other early childhood development programs, if feasible) existing student information systems to an OSSE student data system to transfer over early childhood student records (with parental consent);
- If HSAs or other early childhood programs are able to electronically connect their student information systems to OSSE, provide an online data application for LEAs to see a preview of their incoming students' data from Head Start or other early childhood development programs, before the start of the 2019-2020 school year;
- Provide LEAs continual access to view their currently enrolled students' data from HSAs or other early childhood development programs, to the extent technically feasible;
- Provide opportunities for joint professional development on the contents of the data shared with LEAs from Head Start or early childhood development programs, so LEAs can learn how best to use the data to support student success at the LEAs;
- Provide HSAs with a list of which exiting students enter stage five enrollment (as defined in 5A DCMR 2199) at each LEA (subject to all applicable federal and District privacy laws); and
- Provide HSAs with annual aggregate analysis of how their exiting students perform in their enrolled LEAs, which could include data such as attendance, continuing family/case management services and/or LEA interim assessments (subject to all applicable federal and District privacy laws).

B. Communication and Coordination of Services, Parent and Family Engagement

ESSA Section 1119 – Coordination Requirement	Section 642A - Head Start Transition and Alignment with K-12 Education
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<p>[(b) Each LEA shall carry out agreements with Head Start, and other early childhood development programs if feasible, on coordination, including...]</p>	<p>[(a) Each HSA shall take steps to coordinate with LEAs and schools in which the children will enroll after the Head Start program, including...]</p>
<p align="center">Communication and Coordination of Services</p>	
<p>(2) Establishing channels of communication between school staff and their counterparts (including teachers, social workers and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs.</p>	<p>(2) Establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, LEA homeless liaisons, and health staff) to facilitate coordination of programs; [...]</p> <p>(5) Establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies; [...]</p> <p>(13) Developing and implementing a system to increase program participation of underserved populations of eligible children</p>
<p align="center">Parent and Family Engagement</p>	
<p>(3) Conducting meetings involving parents, kindergarten or elementary school teachers and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.</p>	<p>(6) Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children; [...]</p> <p>(8) Developing and implementing a family outreach and support program, in cooperation with entities carrying out parent and family engagement efforts under Title I of [ESEA], and family outreach and support efforts under [the McKinney-Vento Homeless Assistance Act], taking into consideration the language needs of parents of limited English proficient children;</p> <p>(9) Assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes; [...]</p> <p>(11) Helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school;</p> <p>(12) Helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program.</p>

Transition Planning

In DC, families attending Head Start or other early childhood development programs use the My School DC common lottery process to enroll in a seat for public pre-K or for a public K-12 school that is outside their DC Public Schools (DCPS) boundary. It is important for early childhood development programs to help families understand the process and critical timelines associated with student enrollment via the My School DC lottery. OSSE will help prepare families for transition from early childhood development programs to LEAs. To help the Parties meet coordination requirements, OSSE will, to the extent possible, perform at the minimum at least two of the following:

- Provide information on the My School DC Lottery;
- Compile, post and disseminate to HSAs and other early childhood development programs a list of LEAs' points of contact for early childhood transition activities, homeless liaisons, special education coordinators and English learner program coordinators;
- Compile, post and disseminate to LEAs a list of early childhood points of contact for HSAs and other early childhood development programs to the extent feasible;
- Provide HSAs and other early childhood development programs with information on the OSSE School Report Card in general, and as new report card data are updated annually; and
- Share with LEAs public search tools on HSAs and other early childhood development programs, including OSSE's [My Child Care DC](#) and the U.S. Department of Health and Human Services [Head Start Center Locator](#), which are searchable by location and other features.

C. Joint Professional Development

ESSA Section 1119 – Coordination Requirement [(b) Each LEA shall carry out agreements with Head Start and other early childhood development programs on coordination, including...]	Head Start Act Section 642A - Transition and Alignment with K-12 Education and Section 642 (e)(5)- Memorandum of Understanding
(4) Organizing and participating in joint transition-related training of school staff, Head Start program staff and where appropriate, other early childhood education program staff.	Head Start Act Sec. 642A (a)(1)(4) [Coordination with LEA shall include...] Organizing and participating in joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development Head Start Act Sec. 642(e)(5)(A)(ii)(V) and (VI) [MOU between Head Start and the local entity managing public preschool shall include...] (V) Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development; (VI) program technical assistance

To help the parties meet their obligations for coordination on joint transition-related training, OSSE may, to the extent possible and with the input of the parties, annually help organize and/or facilitate one or more opportunities below:

- Early childhood professional development activities jointly organized and/or facilitated by OSSE, LEAs, HSAs and/or early childhood development programs;
- Early childhood training sessions jointly organized by OSSE, DC Head Start Association, District of Columbia Association for the Education of Young Children (DCAEYC), HSAs, other early childhood development programs, LEAs, and/or the DC Public Charter School Board (PCSB);
- LEA staff training sessions for staff serving children age three through second grade, in which LEAs invite and collaborate on planning with at least the HSAs and/or other early childhood development programs sending the largest number of students to the LEA sending the largest number of students to the LEA; and/or
- National conferences, regional conferences or webinars in which early childhood through second grade experts share best practices on early childhood, which may include coordination and transition to elementary school.

Topics: With input from LEAs, HSAs and other early childhood development programs, joint professional development topics may include those with the most relevance for practitioners, such as:

- Preparing families for school selection and visits and participation in the My School DC lottery;
- Coordinating school readiness planning;
- Helping parents and young children know what to expect from the new setting;
- For parents of students eligible for English learners' (EL) services, helping parents know what EL instruction entails, what questions to ask of schools to better understand their approach to EL instruction and how to provide input into their child's English language instructional program in accordance with Steps 1 and 5 of [OSSE's EL guidebook](#);
- Helping families of children who are English learners understand the English language development services to which they are entitled;
- Understanding the roles of each program and organization;
- Sharing information on the DC Common Core Early Learning Standards (DC CCELS);
- Using the Classroom Assessment Scoring System (CLASS) data to improve learning environments for young children, including English learners;
- Utilizing best practices to equitably serve students of all abilities, racial/ethnic, linguistic and socioeconomic backgrounds;
- Supporting the social and emotional development of young children with a focus on trauma-informed care and instruction;
- Student data collected by HSAs or other early childhood development programs, the contents of existing Head Start transition packets, and how LEAs can best use early childhood data to support incoming students' success at the LEA; data may be used (with parental consent) by the students' receiving LEA to improve instruction and student services;
- Preparing and using individual student transition data and information to ensure smooth and effective transitions; and/or
- Coordinating the transition for children with disabilities from early intervention services (Part C) to special education services (Part B)

D. Standards, Curriculum and Instruction and Other Educational Services

ESSA Section 1119 – Coordination Requirement	Head Start Act Section 642A Head Start Transition and Alignment with K-12 Education
(b)(2) Each LEA shall carry out agreements with Head Start and other early childhood development programs, including...	[(a) Each HSA shall take steps to coordinate with LEAs and schools in which the children will enroll after the Head Start program, including...]
(5) Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.	(10) Linking the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency; [...] (14) Coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with-- (A) The Head Start Child Outcomes Framework, as developed by the Secretary; and (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.

Alignment of Standards, Curriculum and Instruction

To help the parties meet coordination requirements and state and federal regulations that support and maintain high-quality services for all children, OSSE will:


- Maintain and post a list of evidence-based curricula from which child development facilities receiving child care subsidy funding and/or Pre-K Enhancement and Expansion funding must use; and
- Provide professional development opportunities to better understand DC Common Core Early Learning Standards (CCELS), Common Core State Standards in reading and math, science, arts, English language development and other DC state standards, and how to effectively use curriculum to meet the standards. (See joint professional development section above for examples of joint professional development OSSE may help facilitate, in addition to separate professional development for early childhood development programs and LEAs).

III. EFFECTIVE DATE

The commitments in this document shall be effective upon the date of execution below.

IN WITNESS THEREOF, OSSE executes this agreement as follows:

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Hanseul Kang, State Superintendent of Education

8/23/18

Date